

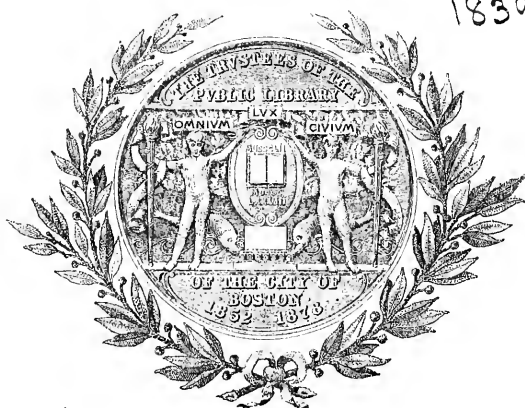
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8959-

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF ROXBURY.

1848.

THE *8959-*
ANNUAL REPORT *341-2*
OF THE
SCHOOL COMMITTEE
ON THE
PUBLIC SCHOOLS,
OF THE
CITY OF ROXBURY.

1848.



ROXBURY:
JOSEPH G. TORREY, CITY PRINTER.

1848.

CITY OF ROXBURY.

IN SCHOOL COMMITTEE, Nov. 3, 1847.

ORDERED, That Messrs. D. Greene, Caldicott, Bond, Russell, Dunn, Clapp, Slafter, Seaver and Morse, be appointed the Annual Examining Committee. Attest,

JOSHUA SEAVER, Sec'y.

IN SCHOOL COMMITTEE, February 16, 1848.

ORDERED, That the Reports of the Chairman, and of the Sub-committees appointed to examine the Grammar and Primary schools, which Reports have been accepted, be printed under the direction of the committees which presented them, and distributed for the use of the inhabitants.

JOSHUA SEAVER, Sec'y.

REPORT OF THE SCHOOL COMMITTEE.

WE are required by the Statutes to make a detailed report of the condition of our public schools, designating particular improvements and defects, and stating such facts and suggestions as may best promote the interests of education in our city.

We have four grammar schools: the Washington on Washington street, and the Central near Jamaica Plain, for boys; the Dudley on Bartlett and Kenilworth streets, for girls; and the Westerly at West Roxbury, for both sexes. In these are taught Reading, Writing, Arithmetic, Intellectual and Natural Philosophy, Algebra, Geometry, Surveying, Philosophy of Natural History, Rhetoric, Chemistry, Botany and Geology. In addition to these branches French and Latin are taught in the Dudley school.

There are twenty-five Primary schools in which children of both sexes, from four to eight years of age, are prepared for admission to the Grammar schools; and an Intermediate school for boys over eight years of age, who from neglect of their parents, or other cause, have received little or no Primary school instruction.

There is a Latin school near Warren street, not under the direction of the School Committee, but deserving notice here, because it is a free school, and furnishes to all a thorough course of classical instruction preparatory for admission to our colleges. It is under the government of Trustees.

There is a free school for girls near Jamaica Plain, in which branches are taught similar to those of the Dudley school. This is also under Trustees.

Vocal music is now taught in our schools, and in most of the common schools throughout the State. Its introduction

has been attended with the happiest results. It is so well calculated to soften the temper, to cheer the heart, to bring the faculties into a condition favorable to their best action, and affords an amusement so innocent and elevating that we would not, on any consideration dispense with it.

The whole number of children attending our public schools is 2378. Their advantages for intellectual improvement are inferior to none in any similar institutions within our acquaintance. The teachers are known to be faithful and intelligent; the results of their instruction during the past year will be found in the reports of the examining committees.

It has become a question with many of us, and a grave one too, whether sufficient attention is paid in our schools to the development of the moral character, and to the religious training of the children. We are aware that difficulties surround any attempt to introduce religious instruction in any system of common school education, but do not believe them insurmountable.

It is said that sects are so numerous in our city that we should be continually in danger of violating the rights of conscience. Let the instruction be judiciously given, and there will be no such danger; let it be confined to the great principles which are the same in all forms of religion, and our different denominations who are so noted for the harmony subsisting among them will encourage rather than oppose it.

We are told that it is difficult to draw the line between sectarian and general religious instruction. This difficulty, if it exists at all, is found only in narrow and bigoted minds. We do not believe there are any such among our teachers. If there are, the fact of their being so constituted would of itself disqualify them for the profession they have assumed. If any one needs a liberal and expansive mind, it is the teacher. The young are to take their earliest and therefore most permanent impressions from him. Whatever he is morally or intellectually they are likely to become; and culpable indeed would he be who would so disregard public opinion and the express language of the Statutes, as to introduce a sectarian spirit among them. We believe that with-

out touching upon the points which divide the sects, the Bible may be read in our schools, its geography and antiquities be taught, its narrations in all their sublimity be illustrated, and its precepts inculcated as of importance far transcending all others.

It is said that our Sunday schools are the proper places for religious instruction. Very good ones they are undoubtedly. But is it probable that a child who is daily exposed to the temptations of a growing city can be fortified against those temptations by an hour's instruction on the Sabbath? Do the precepts of Christianity which are taught during that brief period really take such strong possession of a child, that with constant examples before him during the week of falsehood, deception, and turbulent passions, he will learn to be true, ingenuous, and forbearing? Depend upon it, the Sunday school can be only an auxiliary to the common schools. In the latter will be formed the whole character moral and intellectual of our citizens.

The tendency of the age is to free institutions. We would not have it otherwise—but as we are daily seeing in our own country that these institutions are liable to many perils from a want of religious principle among the people, we are bound by every principle of justice and humanity to lay as the foundation of the education of our children a clear understanding of their moral and religious duties. No where can this be done more effectually than in our common schools. Those who have visited similar institutions in Europe tell us that in the best of them religious instruction is considered of primary importance, and that a portion of the time of each school session is devoted to it. Certainly it ought not to be held of less moment with us.

On the subject of physical education in our schools we have a word to say. There have been great defects in our system. It is encouraging to see that we are becoming annually more sensible of these defects and more earnest in our endeavors to remove them. Much, however, remains to be done. The children in many of our schools still suffer from impure air and uncomfortable seats. Some of our houses must be remodelled or abandoned. The following belong to this class.

No. 5, near Jamaica Plain. It is badly ventilated and badly located—has no play yard—it is doubtful whether the city owns so much of the ground as the house covers. To economize in land or for some equally valid reason, the out-house has been placed in close proximity to the school room : the ventilation of the latter is not improved by the arrangement. The attention of our city fathers has been before called to these peculiarities, but no change has been made.

No. 4 on Washington street, and No. 12 on Yeoman street have been standing nuisances for many years. They have nothing to recommend them for school purposes. The committee of 1846 voted to abandon them as soon as new buildings could be erected. Why this vote has not been put in execution will presently appear.

No. 11 on the Mill Dam is too small and has no ventilation. The inhabitants of that section require a new building capable of accommodating two schools of 50 pupils each.

The Central Grammar school near Jamaica Plain is not well accommodated. We have been obliged for want of room to send off a portion of its scholars. The building is not owned by the city, an annual rent being paid for it to the Trustees of the Eliot school. There is no good reason for this mode of occupancy. The city is able and ought to own its school houses. We are glad to hear that the City Council intend to erect a new building for a Grammar School in this section.* The increasing population requires also the erection of a building on the lot recently purchased for a Primary school on Green street.

There are two prominent defects in our system of physical education. 1st. Imperfect ventilation. There is hardly a

* In consequence of a petition from the inhabitants of Jamaica Plain, the City Council adopted the following order :

“Oct. 18, 1847. In Board of Aldermen, Ordered, That the Committee on Public Property are hereby instructed to confer with the School Committee relative to the location, and report as soon as practicable the cost of a suitable piece of land for a new Grammar school house in Wards 6 and 7.”

It is now four months since the above order was adopted, yet no conference with the School Committee has been requested.

school house in the city not liable more or less to this objection. Suppose a school room to be 30 feet square and 9 feet high it will contain 13,996,000 cubic inches of atmospheric air. According to Davy and Thompson, two accurate and scientific chemists, one individual respires and contaminates 6500 cubic inches of air in a minute. Fifty scholars will respire and contaminate 325,000 cubic inches in the same time. In about 40 minutes all the air in such a room will have become contaminated, if fresh supplies are not provided.

Let this calculation be applied to Primary schools No. 4 on Washington street, or No. 12 on Yeoman street, and it will be found that the children there, in ten minutes after the doors are closed, will breathe an atmosphere so injurious that the effects upon their constitutions must sooner or later appear.

2d. Insufficient yard room. Where land is not excessively dear, one fourth of an acre should be assigned for the school lot, so much being essential for the play grounds. If the children are compelled to resort to the highways for amusement, as is the case in Nos. 6 and 12 before mentioned, we must not be surprised if they should be contaminated by the brawlings and profanity which belong to the frequenters of highways.

To save a few hundred dollars by purchasing a small, instead of a sufficient school lot, is the worst possible economy. That our citizens are beginning to think so is evident from the fact that the lots purchased within a few years are in general double the size of the old ones. We would caution them against receiving as a *donation*, because it is such, any school lot which in size does not fully equal any they would purchase.

There is something connected with physical education in our schools which we would willingly pass over in silence, but justice to ourselves, and to all who value the good name of our city, compels us to speak plainly.

We regret to say that our applications to the City government for school accommodations during the past year have not been attended to with the readiness we had expected. There has been neglect on their part, and the schools have

suffered by it. In the lower branch of the City Council a disposition has been manifested to interfere with certain duties which both by custom and legal enactments belong exclusively to the School Committee. As an instance of this may be mentioned the attempt made in the early part of the year to lower the salaries of our teachers, and even to alter the course of instruction prescribed by the committee; an attempt happily frustrated by the provisions of the Statutes, but evincing an ignorance of the limits of official duty which we were not prepared to expect in its advocates. We forbear to comment upon this transaction; those who defended it were but a small majority of the council:—we trust they have repented and grown wiser.

On the 12th July, 1847, the following communication was sent to the city government:—

HON. H. A. S. DEARBORN, MAYOR.

DEAR SIR:

The School Committee in their last annual report recommended to the City Council the erection of a new Primary school house on Vernon street, another on Eustis, or Mall street, and another on Parker street.

They did not recommend this without due consideration, as may be seen from the statistics accompanying their report. They did it under a conviction forced upon them by a patient and faithful examination of the subject, that the greatly increasing number of children in our public schools demanded increased accommodation. Their report also recommended that these new buildings should be erected as soon as possible.

Five months have now elapsed and the foundation of no one of them has been laid. Indeed the only official notice we have had of any action of the City Council on the subject, was from the committee recently appointed to confer with us in relation to the purchase of a piece of land on Vernon street for the erection of a school house there. We are happy to say that the report of that committee fully represented our wishes in regard to it.

We have learned unofficially that a lot has been purchased somewhere on Eustis, or Union street, for a similar purpose.

If this be true, we can only express our regret that the City Council should have taken so important a step as the purchase of any site for a school house, without first consulting the Board who are specially charged with the supervision of the schools. It seems to us a dangerous innovation upon a good and time honored custom.

The third school house on Parker street which the Committee considered indispensable, we learn with surprise is not to be erected at all.

The reasons which induced the City Council to refuse the accommodation required for the children in that section of the city have not been stated to us, nor have we been consulted in regard to the possibility of dispensing with a new building there. Had a committee of conference been appointed, we could easily have convinced them that the School Committee recommended nothing without due regard to wise economy and the interests of our citizens. We will briefly state to you some of the reasons which influenced us.

Primary school No. 4, which is the nearest to Parker street has 70 children belonging to it. The building is a miserable, low, crazy one, which in its best days could not accommodate comfortably more than 30. It is no longer fit for occupancy. The Committee unanimously resolved to abandon it as soon as the new one could be erected.*

The next nearest schools are Nos. 19 and 20 on Orange street, both of which are overflowing. Nos. 3 and 16 on Centre street are also full. The above are the only schools within reach of the children of that neighborhood.

Under these circumstances is it the duty of the City Council to provide a new school house? Or must the School Committee hire† a building as authorized by the Revised

* From the commencement of September to this time we have been obliged to refuse all applications for admission to this school; a course wholly at variance with our own sense of justice, as well as with the legal rights of our citizens.

† We have since endeavored to hire a building in that neighborhood, but none to answer our purpose could be found.

Statutes in case the City Council reject their application? Or, worst of all, shall we say to the citizens of that section, that we can accommodate only a portion of their children in the public schools?

We beg the City Council to give this subject their serious attention. We beg them to consider that the School Committee are tax-payers themselves, and therefore no more likely than either branch of the City Council to increase the expenses of the city by extravagant demands for the support of our schools.

We leave it to their good sense to decide, whether the unanimous vote of nineteen men who were elected for the supervision of the schools, and who have given to that duty more time probably than any similar Board in this Commonwealth, should be set aside by the vote of another Board who were elected without reference to the schools, and who do not profess to have any charge over them; and this, too, without any reason being assigned for the course pursued, and without even the appointment of a committee of conference between the two Boards.

There is another subject to which it is my duty to call the attention of the City Council.

Many of our school houses require and have for some time required important repairs. We have no power to make them, nor do we find it easy to induce the City Council to make them.

We believe that all matters relating to the schools, including the building and repairing of school houses, had better be left exclusively with the School Committee; we have good reason for believing this, and shall not easily change our opinion. If, however, the City Council think differently, if they believe it their duty to take into their own hands the erection and repairs of school houses, we certainly shall not contend with them in such a matter. Let the repairs be made promptly, and the buildings erected when recommended by the School Committee, and we care not which is to be the Executive Board.

We respectfully ask your attention to the condition of the

following buildings, and recommend that the alterations, &c. required on them be made during the approaching summer vacation.

The Westerly Grammar school house has been left in an unfinished state. There is a running stream of water in the cellar which produces a dampness destructive to the furnace. If this were remedied and a plank floor built, the cellar would furnish a comfortable place for the exercise of the children in stormy weather. The ground should be enclosed by continuing the side wall to the main street, and erecting a fence in front. This seems to be necessary for the protection of the children, as herds of cattle are frequently passing and repassing during play hours. The teacher informs us that injury has been done more than once in this way.

The Washington School requires new seats in one of its lowest rooms.

Primary schools Nos. 3 and 16, on Centre street, require new fences, and repairs on the outbuildings.

No. 5, near Perkins street, should be better ventilated.

No. 8, in Ward 8, we are happy to hear is to be exchanged for a new building. The present one does little credit to our city.*

No. 10, on Brush Hill turnpike requires new seats. Those now in use are different from all others in the public schools, and seem to have been made with special reference to the punishment of children. The committee voted unanimously to have them removed.

No. 11, on the Mill Dam, must be enlarged—there are scholars enough for twice the room. Perhaps the most economical course will be to add another story to the present building.

Nos. 14 and 17, on Yeoman street, require repairs on the fences and outhouses.

* The happiness above expressed is now somewhat qualified by the fact that we are near the close of our official year, without being able to say that even a commencement of the promised building has been made. The Trustees of a fund for education in West Roxbury, agreed with the city authorities to contribute \$1500 towards the erection of this building. They complain, with good reason, that their part only of the contract has been fulfilled. The erection of the building was entrusted to the Committee on Public Property.

The above buildings demand the earliest attention. There are others on which a wise economy would suggest the expenditure of a sum of money in paint and whitewash. We commend these to the favorable notice of the committee having in charge the public buildings.

The communication I have now the honor to make, is respectfully submitted in behalf of the School Committee.

C. K. DILLAWAY, *Chairman.*

The above communication was received in both branches and referred to the Committee on Public Instruction. That committee reported an ordinance, which was subsequently adopted, giving authority to the School Committee to expend a sum not exceeding \$50 on any one building. Any thing required beyond that cost was assigned to the Committee on Public Property.

So far as the repairs and alterations recommended in our communication were concerned, this ordinance was wholly inoperative, and therefore rejected by our Board. To the Committee on Public Property then we looked for the accomplishment of the object. Having the promise of that committee that everything should be done which we asked for during the summer vacation, we took no further action upon the subject till the termination of that period. On examination at the commencement of the next term we ascertained with regret, not unmingled with indignation, that with the exception of putting new seats in No. 10, nothing of any importance had been done. We hold the Committee on Public Property responsible for this breach of good faith. They promised, and with reasonable exertion might have secured the fulfilment of their promise. To their delinquency it is owing that hundreds of our children are now suffering from impure air and crowded rooms—that others, from the necessity of the case, have actually been refused admission to our schools, a fact, we believe, without precedent in Roxbury, and in violation of the legal rights of our citizens.

On the 22d of August the following communication was made to the City Council :

HON. H. A. S. DEARBORN, MAYOR.

DEAR SIR :

At a meeting of the School Committee on the 11th inst., the following resolution was unanimously adopted :

“Resolved, That application be again made to the City Government to purchase a lot of land, and erect a school house on Parker street.”

As the reasons which induced the committee to recommend the erection of a school house in that section of the city have been twice stated in former communications to the City Council, it is deemed unnecessary to repeat them now.

My official duty will be sufficiently discharged by communicating the resolution, with the assurance that your prompt action on the subject is no longer a matter of expediency, but one of absolute necessity.

Very respectfully, your obedient servant,

C. K. DILLAWAY, *Chairman.*

No official information of the fate of the above communication has been received. We learn unofficially that it was read in both branches, and referred to the Committee on Public Instruction who subsequently reported in favor of our application. Their report was laid upon the table in the Board of Aldermen, where it has quietly slumbered till the present time.

The reason assigned for thus disposing of so important a document, we understand to be that the season was too far advanced to commence the erection of the proposed building.

The whole matter is briefly this: the School Committee of 1846, for satisfactory reasons, recommended the erection of three school houses; the committee of 1847 again and again urged upon the City Council the necessity of complying with this recommendation: we are now fast approaching the close of our official year, and not one of

the buildings is completed as recommended. The school house on Vernon street is slowly progressing; the upper story of that on Eustis street has been given to us, and is now occupied by Primary school No. 21; the lower story which was intended to accommodate No. 12, and therefore very important, we are told cannot be had, because it is wanted for a ward room. The house on Parker street so far as the City Council are concerned, appears to be among the forgotten things.

The statutes recognize the right of school committees to make repairs, hire rooms, and even erect school houses when the government refuse to do so. Why then, it may be asked, did we not take advantage of this legal provision?

We answer that the City Council intimated to us in a manner not to be mistaken, that they considered all matters pertaining to the expenditure of money on school houses to belong exclusively to them. In the spirit of conciliation we yielded to their claim without admitting its validity. To have done otherwise would have involved us in an unprofitable contest, and perhaps a suit at law, the burden of which would probably have fallen on our successors, and the result of which whether favorable or unfavorable to ourselves, would have been discreditable to the city. We preferred to make in our annual report a plain statement of the facts in the case and to leave the decision in the hands of our constituents. We have now done so. It is for them to say whether those who come after us, in addition the necessary and ever accompanying difficulties of their office, are to encounter the embarrassments and annoyances which have been thrown in our path. We have such strong confidence in the disposition of our citizens to sustain the good character of their public schools, that we shall fearlessly await their decision.

The appropriation required for salaries* during the next

* We sometimes hear it said that we are in advance of other towns in our school expenses. Those who say this do so without examination. We are behind many towns in our neighborhood in this respect. Not to mention Boston which is at an unapproachable distance, there are Brookline, Medford, N. Chelsea, Brighton, Chelsea, Nantucket, Lowell, Watertown and Somerville; all of which pay more than we do for the education of their children in the Public Schools. See the Report of the Secretary of the Board of Education for 1848.

year will not vary materially from that of the preceding one. A small amount has been added to those of our female teachers; we consider the compensation hitherto received altogether insufficient for the services they perform.

A Primary school teacher with from 35 to 40 scholars has been paid but \$200, and with from 40 to 80 scholars but \$225 per year. In the eastern section of the city, where most of these teachers reside, the price of board alone would consume nearly two-thirds of the highest of those sums. There would then be left for clothing, amusements, purchase of books, and the incidental expenses of sickness, not to mention the "reserved fund" for the decline of life, the sum of \$75 to \$100, an amount which any lady among us might expend in clothing alone without being liable to the charge of extravagance.

We believe there is no class of people in this city, or even in Massachusetts,* so inadequately paid as the female teachers, and yet a more useful and meritorious class it would be difficult to find in any community. We look hopefully for the time when their services here and elsewhere will be better appreciated.

The whole amount required for the support of the schools exclusive of the cost of buildings, will be as follows:

For compensation of teachers,	\$16,825.
Incidental expenses, including repairs, books, apparatus, &c.,	3,200.

The above report is respectfully submitted by the School Committee.

C. K. DILLAWAY, *Chairman.*

* Since writing the above, the admirable report for 1848 of the Secretary of the Board of Education has been put into our hands. We cannot forbear making the following extract:

"I cannot leave this topic without adverting to the grossly inadequate compensation made to female teachers. It was more last year than ever before; and yet, exclusive of board, it was, on an average for the State, only \$8.07 a month. For the very large proportion of females who are employed but four months in the year, this amounts to but \$32.28. Many female operatives in

factories obtain six or seven times as much as this for their year's work. What inducement, then, has a young woman who has a prospect of obtaining only \$33 a year,—or even twice that sum, if she keeps both a summer and a winter school,—to spend either much time or money in preparing herself for the employment? How can she purchase the books that belong to her profession, or command such other means as are indispensable for the general culture of her mind? How can she afford to attend Teachers' Institutes, or those other meetings of the learned and the experienced, where the principles belonging to the science, and the processes pertaining to the art of education, are expounded and exemplified? Take an example. The late meeting of the American Institute for Instruction was held at Concord, in the State of New Hampshire. I was credibly informed that at least twenty female teachers from a single town in Massachusetts, were anxious to attend the session of the Institute; but, on inquiry, they found that it would cost them, in money, besides their time, at least two thirds of a whole month's salary. The sum was a small one, it is true, but the proportion it bore to their whole income was large; and, hence, they felt debarred from attending. Let any agent for the noblest charity, or the most useful society, that ever blessed mankind by its beneficence, go through State Street or Court Street, in Boston; through Wall Street, in New York, or through corresponding streets in other cities, and solicit from merchants and professional men, two or three times each year, a sum equal to two thirds of a whole month's income; and, if I do not greatly mistake, his recollections of these streets will very much resemble those which a British sailor has of the gauntlet. Many a lady, in what is called fashionable life, expends as much, oftentimes far more, on a single article of dress, or a single entertainment, on a piece of porcelain, of ivory or of alabaster, than a devoted female teacher receives for a whole year of laborious service. Why should not something be drawn from those overflowing funds which incite to useless and often pernicious luxuries, or which minister to pride and vanity, that we may requite, more adequately, a class of services as meritorious as are ever rendered to mankind? The public does great injustice to female teachers by the inequitable recompense it makes them; but, flagrant as is the injustice which it does to them, it would be easy to show that it commits, by the same act, a still greater injustice against the rising generation.

"I regret exceedingly that I have not kept an account of the number of applications which I have received for the last ten years from the Southern and South-western States, for talented and highly-qualified females, to take charge of select schools, or to become governesses in the families of the wealthy. I hardly dare to give an estimate made from the data of recollection, lest it should seem extravagant; but at times, certainly, they have been as frequent as once a week, for a considerable period. Of course not all, perhaps not half, of the applications of this kind which come into the State are addressed to me. The compensation offered varies from \$400 to \$600 a year,—sometimes, also, including the expenses of the journey to the place of employment. The average may be set down at \$500. Many of the most highly educated young women of New England yield to these inducements;—the families of some of them needing the avails, and some of them leaving a home of competency, and the society of kindred and friends, through the impulses of a high missionary spirit. Now, why should Massachusetts send her most accomplished teachers to the South and South-west; or rather, in the broader spirit of wisdom and philanthropy, why should she not prepare a sufficient number to supply both the foreign and domestic demand? The females whom we send abroad, and such as they, are the very ones whom we ought to employ in our own schools; and the State possesses an abundance of the dormant talent from which such teachers can be developed, and it has pecuniary means no less abundant for the cultivation of that talent."

REPORT OF THE EXAMINING COMMITTEE.

The Committee appointed to visit and examine the Schools of the city, having performed the labor assigned them, offer the Board the following

R E P O R T .

Before entering on the examination they divided themselves into two committees, to one of whom were assigned the Grammar Schools, and to the other the Primary Schools. Messrs. Bond, Caldicott and Morse, constituted the latter committee, and will make their own report respecting the schools assigned to them. To Messrs. Greene, Russell, Clapp, Slafter, Seaver, and Dunn, were assigned the Grammar Schools.

PRIMARY SCHOOLS.

The Sub-committee to whom was assigned the duty of examining the Primary Schools, proceeded to perform that duty in the following manner :

On the 16th of January they called together the 1st classes in schools Nos. 1, 3, 4, 13, 14, 19, 21, 22, and 23, numbering 86 pupils, of whom 77 were present, and examined them altogether in the various branches in which they have been instructed. On the 20th they assembled in like manner the 2d classes of the same schools, numbering 80 pupils, of whom were present 74. On the 24th of the same month they examined in the same manner the 1st and 2d classes in Nos. 5, 6 and 18—whole number 29—all present. They then divided the duty of visiting the schools among themselves, to examine the remaining classes in those thus partially examined, and the whole of those which had not participated in the general examinations before alluded to, in the following manner, viz. Nos. 1 and 2 were assigned to Dr. Morse ; Nos. 5, 6, 7, 8, 9, 10 and 18, to Mr. Caldicott and Dr. Morse ;

Nos. 21, 22 and 23 were assigned to Mr. Caldicott; the remaining 13 schools to Mr. Bond.

The object of pursuing this course with regard to the 1st and 2d classes was to carry out the idea expressed in the last Annual Report, of elevating the standard requisite for admission to the Grammar Schools, by ascertaining and showing to the teachers how high that may be, taking the highest rank attained by any class in each branch in either of the schools as the present point which all may be expected to reach. Thus they find, all things considered, the best reading in No. 6, while Nos. 13, 14, 18, 19 and 23 approach very nearly to the same degree of excellence. Some slight defect in the whole, or a part of the pupils in each of these classes causing them to fall short. The best spelling was found in Nos. 4 and 19; Nos. 6, 18, and 23 approaching nearest to the perfect mark. The best arithmetic, by far, was found in No. 5. The 1st class in which school answered and explained without hesitation all the questions put to them, selected at random from the first 70 pages in Colburn's arithmetic; and the 2d class equally well, from the first 50 pages to the same. Thus giving convincing proof that the children in our primary schools may be well instructed from that manual. The next best class in arithmetic was found in No. 23, where a course is pursued, which we recommend to all our primary school teachers. In addition to the use of Colburn's arithmetic as a simple text book, the teacher sometimes proposes questions to the pupils similar to those found there, but generally taxes their ingenuity to frame their own questions, they writing out upon their slates not only the question and answer, but also the process of reasoning and calculation by which they arrive at the result. Were this course pursued in all our primary schools, we cannot think that a simpler manual than Colburn's First Lessons would be sought for. After these, Nos. 4, 6, 13 and 18 came the nearest to the standard. The greatest proficiency in Geography was found in Nos. 6 and 18. No. 13 recited as correctly as either of these, but had only gone over about half the ground. In the above schools we refer to recitations from text books, but the exercise in Geography which pleased us best was one upon the Black-

board from No. 23, as evincing the most thorough practical understanding of the subject. We are inclined to the opinion confirmed by consultation with several of our Grammar Teachers, that the knowledge of Geography gained by the study of the simple manuals used in our primary schools, gives but a poor return for the time bestowed upon it, as it is of but little advantage to the children in their future pursuit of that study, and that a greater amount of practical knowledge may be imparted to the pupils by judicious oral instruction. As a general thing, we find that the pupils in Nos. 5, 6, and 18, have gone over more ground in their studies than those in the 10 schools in the lower part of the city.

After examining in this way the 1st and 2d classes, we gave permission to the teachers to send up those whom we considered qualified, to the Grammar Schools. This is the first step toward an improvement in the class sent forward from our Primary to our Grammar schools; imperfect, of course, in this instance, but if this system of examination is pursued, the Primary schools will be gradually approaching a more equal standard, and the object sought, ere long, accomplished. This has been in a great measure facilitated by the establishment of the Intermediate school recommended in the last annual report on the Primary schools, which in its effect upon our Primary schools, from which it has taken the most troublesome part of their pupils, has fully realized the expectations expressed in that report, and in the work it is doing for the neglected class of boys attending it, surpasses the most sanguine hopes we have formed. Indeed we know of no institution in our midst, which we think is doing a better work than this, for the good morals of the community.

In the remarks we have made upon the Primary schools we have thus far confined ourselves to those which were examined together. There are others which are doing excellently well, as our report upon the schools individually shows; particularly No. 9, in Lower Canterbury, No. 8 in West Roxbury, and No. 11 upon the Milldam.

Of the sub-primary schools we esteem No. 15 the best, as well for the attainments, as for the good order and regularity

of attendance of the pupils. In No. 20 the exercises and order were good, but the average attendance is far too low, being only $63\frac{1}{2}$ per cent. of the whole number of pupils, while No. 15 in the same neighborhood averages 87 per cent. For further particulars respecting the Primary schools, we refer to the separate reports of the several schools, and to the Tabular View herewith presented. By the latter it will be seen that the number of children attending our Primary schools is 1346, of whom 1046 were present at the examination, the average attendance being 1083, showing an increase from the last year of 136 in the whole number, and of 100 in the attendance. The general appearance and condition of these schools is decidedly improved, and the standard by which the marks are graduated is better defined, and considerably higher than in the view presented last year.

We find a great diversity in the regularity of attendance and punctuality, in the several schools. This, experience shows us, is in great measure owing to the degree of importance in which the teacher regards these characteristics in her school, and to the fidelity and assiduity with which she labors to establish and sustain them. She can hardly hope to succeed in forming habits of such vital importance to the present and future welfare of her pupils if she satisfies herself with simply recording the cases of failure; she must know her pupils, and if they are absent or tardy, she must know the reason why. The good teacher can never find her labors limited to the hours of school, she must engage in the duty with a full sense that it is the highest calling to which she can devote her life and energies, and must enter upon it, with such a devotion, that it shall at all times hold the highest place in her thoughts, and that nothing shall be left undone, which shall enable her best to accomplish the great work she has undertaken. To secure such teachers, the community should be willing to make its part of the sacrifice, by giving them such compensation as will induce and enable those qualified for this work to devote the time requisite to prepare themselves for it, as they look to others to prepare themselves for other professions, which are, to say the least, of no greater importance to the welfare and prosperity of the community; and not to require their labors for

the same pittance that we are obliged to pay to the domestics employed in our families.

Any Tabular View, which we can present, gives but an imperfect idea of the true character of the schools. The marks which we give indicate but little more than the accuracy with which certain lessons are recited, and in a table showing these, the school in which really the true spirit of education least prevails, may not unfrequently appear the highest. We do not mean, in speaking of this, to make any particular application to the one herewith presented. The number of corporal punishments reported is some indication, though not always a sure one, of the moral influence of the teacher. We generally find the least, in those schools where the physical nature of the child is most considered, and the exercises so varied as to meet its wants in this respect. We cannot so well express our ideas of the completeness which we should seek in the education of those committed to the charge of our teachers, in any language of our own, as by extracting the following remarks from the late admirable report of the devoted Secretary of the Board of Education of this State. In one place he says :

“The naked capacity to read and write is no more education than a tool is a workman, or a telescope is a La Place or a Le Verrier. To possess the means of education is not the same as to possess the lofty powers and immunities of education, any more than to possess the pen of a poet is to possess a poet's skill and ‘faculty divine,’ or than the possession of the Gospel is the possession of that liberty wherewith Christ maketh his disciples free ; and, that reading and writing are only instruments or means to be used in education, is a truism now so intuitively obvious as to disdain argument.”—*Eleventh Annual Report*.

In another he says :

“I am aware that the remark I am about to make may seem to some to be extravagant ; but, trusting to time and to experience to ratify its correctness, I do not hesitate to express the opinion, that our children, while under ten years of age, might acquire ten times more of valuable knowledge than they now acquire, were they under the care of such teachers as the State is abundantly able to

furnish and pay for. This expression imputes no shadow of blame to our present female teachers. As a class, I do not believe that a body of persons more faithful and more devoted to duty, live amongst us. But they have not the knowledge which the young mind is capable of receiving ; —nay, for which it hungers and thirsts, and for want of which, it breaks out into a thousand waywardnesses ; for, not only into the idle hours of manhood, but into the unoccupied time of childhood also, temptation rushes like air into a vacuum. What a significant fact it is, that, under favoring circumstances, any child of common ability will learn two languages as easily as one, and will express himself with equal facility in either, all the way up from four years old to ten, and, of course, for all the remainder of his life, and never remember that their acquisition has cost him an effort. Should the father uniformly speak to his child in one language, and the mother in another, and all the other members of the family, and his playmates, in a third, on arriving at years of reflection, such a child would be no more surprised, at finding himself in possession of three languages, than at finding himself in possession of hands or feet. Nor will the acquisition of different languages interfere with the acquisition of other kinds of knowledge. How much information might be acquired during childhood, respecting all the grain, vegetables, and fruits, which in a simple or compound form, are spread upon our tables as articles of food,—their appearance while growing,—the countries where they are produced, and the arts by which they are manufactured or preserved,—respecting articles of dress, and the furniture of the house,—the animal or vegetable substances from which they were prepared, and the handicrafts engaged in their formation,—respecting those distinctive properties of plants and trees, of minerals, insects, fishes, birds, quadrupeds, and so forth, on which the classifications of science are founded ; and in fine, respecting all the phenomena of nature, and the more prominent social relations,—how much information, I say, on all these subjects might children acquire, did some competent person always stand by to answer the questions prompted by their insatiable curiosity. All children who are *compos mentis*, begin life by pertinacious questionings on all these subjects. It is only when rebuked into silence, or baulked by nonsensical, that is, by unintelligible replies, that they cease their importunate inquiries. Wherever we go, we thrust knowledge

aside to the right hand and to the left, we trample it under our feet, instead of accepting and imparting it. So much easier is it to put out the eyes of children, than to find suitable objects for their vision."—*11th Ann. Report, Sec. Board Education, pp. 28, 29 & 30.*

Could we have such teachers as these, what a change would be wrought in our community ! It would no longer be with surprise that our citizens would remark, as one did to a member of this committee, who had induced him to take his children from a private school, and place them in one of our primary schools, where this system is partly carried out. " My children never learned so much in any school, public or private, before. Why, sir ? they love to go to school now ! ! ! "

Too low an idea has obtained in our community of the importance of the Primary school ; the nursery of Education, where, as the germ of human intellect is developing itself through the medium of the perceptive faculties, aided by a wise and gradual direction of the reflective powers, the preparation is to be made for all future progress.

It behoves the Committee to consider whether they have not done something to encourage and foster this idea, by holding before the Teachers, as a promotion, the removal of them to subordinate stations in our Grammar Schools, which may require a greater amount of knowledge in certain branches, but which the experience of any faithful parent will convince him does not demand so severe taxing of patience and ingenuity, as is needed to impart the simplest rudiments of knowledge to the infant mind, and draw forth those latent powers, which the Almighty has planted there, giving it that direction which shall lead it on to higher and yet higher attainments in knowledge and virtue, till it shall accomplish that work for which the same Almighty Love has destined it.

We regret to find that there is not an increasing manifestation of interest on the part of parents, in our schools and their teachers. To effect the highest results, the parents

and the teachers must co-operate, and an occasional visit to the school-room, by every parent, would encourage and stimulate the efforts of teachers and pupils.

Experience shows us that in the Sabbath schools much is gained by frequent meetings of the teachers, to exchange thoughts and compare experiences in the great work in which they are engaged. Such meetings among the teachers of our Primary schools, we think, cannot fail of a like happy result, and we recommend, that our teachers and their committees should make the trial, by meeting together as often as once a month during the coming year.

Another subject of great importance has occupied the thoughts of your committee, viz. the introduction of sewing as a branch of instruction in our Primary schools. The importance of it to the female portion of our pupils cannot be over-estimated. Many of them have no opportunity of learning it at home, and would be saved, were they provided with the means of procuring their support as good seamstresses, from falling victims to the temptations, increased by poverty, which lure so many to their ruin. The faithful efforts of a few benevolent ladies in our sister city, have convinced many teachers and committee men, who, when its introduction was proposed, would hardly listen to it, believing that would require more time and attention than could be spared from the exercises of the school, that it was entirely practicable and proved a help rather than a hindrance, to the general order and progress of the school. In many of the schools in that city it has been for some time taught, and this number is rapidly increasing. We are glad to find that some of our teachers are making the experiment, and cordially recommend it to them all.

The order passed last year, that a Map of Roxbury be provided for each of the Primary schools has not been attended to. Similar neglect has followed that authorizing the Local Committee of No. 13, to provide additional Black-boards for that school. The want of Black-boards is also experienced in several of our schools, particularly Nos. 14,

15 and 16. Outline maps are also wanted in some of these schools. The teachers of Nos. 13 and 14 especially need them.

The subject of ventilation has not been overlooked by the committee to whom it was submitted. They have waited for the report embodying the results of the unremitting labor of the able Committee of the Boston schools upon this subject, which has just made its appearance; and will probably make a report based thereon to this meeting.

GEO. WM. BOND,
T. F. CALDICOTT,
HORATIO G. MORSE.

21 Eustis street.
 22 Mount Pleasant.
 23 Highlands.
 24 Poor House.
 Intermed. school.
 2 Sumner street.
 12 Yeoman street.
 15 Oxford street.
 16 Centre street.
 20 Orange street.

Lucretia W. Hews.
 M. A. Hamilton.
 Elizabeth Thomas.
 ——— Emmons.
 Eliza W. Newbury.
 Mary S. Tappan.
 Mary Brooks.
 S. P. Jennison.
 Martha Parmelee.
 Eliz. T. Wymen.
 Abba P. Pearson.
 Mrs. Barkman.

57	40	40	70	60	47	6	8	13	19	2	3	7	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$
58	40	50	69	79	60	6	9	5	5	1	1	6	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$
43	39	38	89	43	36	3	2	2	11	3	2	6	4	4	4	4	4	4	4
72	59	59	49	49	45						7	10 $\frac{1}{2}$	0	0	0	0	0	0	0
59	57	58	98										0	0	0	0	0	0	0
43	36	36	84	102	80	0	13			30	7	9 $\frac{1}{2}$	0	0	0	0	0	0	0
71	56	53 $\frac{1}{2}$	75	71	56	4 $\frac{1}{2}$	19	13	9	0	0	5 $\frac{1}{2}$	0	0	0	0	0	0	0
54	41	43	80	55	41	1	10	14	17	3	2	4 $\frac{1}{2}$	0	0	0	0	0	0	0
68	59	59	87	69	60	1	1	26	31	1	5	4 $\frac{1}{2}$	0	0	0	0	0	0	0
90	42	55	61	90	62	6	5	11	8	1	6	5	0	0	0	0	0	0	0
118	63	75	63 $\frac{1}{2}$	100	70	5	0	16	15	3	7	6	0	0	0	0	0	0	0
1369	1060	1097	1387	1125			127	182	217	75	72								

4 denotes excellence. 4- that the general rank is 4, but that for some reason, either that the class has not gone over sufficient ground, or that some one or two individuals reduce it, the average is not quite satisfactory. In some cases having no return of annual average the quarterly statement is substituted. Since the report was printed some alterations have been made in the three first columns of this table.

GRAMMAR SCHOOLS.

In examining the Grammar Schools, the Sub-committee decided to pursue substantially the same course as was adopted at the annual examination last year, embracing both the written and the oral method, limiting the former to the more advanced classes of pupils in each school, or such as the principal of the school might think suitable for it. This Sub-committee also voted to use the same questions or examples in this examination, as were used in a late similar examination of the schools in Boston. The papers were accordingly prepared and given out to the several schools nearly simultaneously. The branches embraced in this examination were Language, Definitions, &c., English Grammar, Geography, History, Arithmetic and Natural Philosophy. The questions or examples, in each were about twenty, on each of which the scholar, without the help of book or teacher, was required to write, about one hour being allowed for the work on each branch. On examining the papers subsequently, the several answers were marked, *correct*, *imperfect*, or *wrong*. If the answer was such that it was evident the pupil understood the subject and failed only in facility of stating and illustrating what he knew, it was marked correct. If there was some approach to correctness, but at the same time evidence that there was error or ignorance in his mind on the subject, it was marked imperfect. When it was obvious that the mind of the pupil was quite astray on the subject, the answer was marked wrong. If no answer was given, it was so noted. In Arithmetic all the answers have been marked right or wrong. Relative to the other branches it is perhaps impossible to adopt any method of designating the different degrees of correctness by which, different persons, marking the same list of questions and answers, would mark them all alike; so that this method of examination cannot be relied on for testing the relative standing of different schools, except so far as the marking is done by the same person and on the same principles.

In the present instance, this written examination was rendered a more uncertain test from the fact that the teachers in the Dudley and Washington schools had seen the lists of printed questions and examples previously; and in their wakeful zeal to benefit their pupils, had given out to them a portion of these very questions, not anticipating that their respective schools were to have them as a part of their examination. In this way the entire series on Grammar had been given to the pupils of the Dudley school, and the answers had been written out, and had also been corrected by the teachers. The series on Arithmetic, Natural Philosophy and Geometry had also been written upon, in part, but no corrections had been made by the teachers.

In the Washington school a few of the questions taken miscellaneously had been given out, but the pupils had received no aid from the teachers in them. Of these facts the committee were wholly unaware, till they presented the papers in the schools. They will learn from them, that in future they must prepare questions for themselves, instead of making use of those prepared for other schools. The questions had not been seen by the Westerly and Central schools.

The result of this examination is given, as nearly as seemed practicable, in the Tabular Views appended to this report.

The results of the examination in the Dudley school are included with the rest, as on those branches to which the pupils had given attention previously, the per centage of correct answers was less than in those to which they had given no attention till the day of examination, the average of correct answers, on Grammar, for instance, being 80 per cent., and on the other two branches still less; while the average of correct answers, taking all the branches, is 82 per cent. It should be stated also, that these papers on Geography were, in that school, given to the 2d class, the first not having attended to that branch during the year.

In the Washington school the class in history had not studied that portion of history to which the questions related, and consequently they were not given out. Nearly half the

questions on Natural Philosophy related to portions of the study to which the class had not advanced; which doubtless increased the per centage of no answers, and diminished also the relative per centage of correct answers. It should also be added that in this school about the same length of time was allowed the pupils to answer five series of questions, which was allowed in the other schools for three. Hence the per centage of no answers and of hasty and imperfect ones is increased, and relatively the number of correct ones is doubtless diminished.

In the oral examinations, the committee began with the Westerly school, taking the classes in their order, from the lowest to the highest. This is the only one of the city Grammar schools in which both sexes are associated under the same teachers. The school is divided into two divisions, the upper taught by the principal, and the lower by a female assistant. A few weeks before the examination, the teacher who had been employed for some years, accepted an appointment to one of the Boston schools, and a new master took his place. The school has heretofore ranked deservedly high among our Grammar schools. In some respects the committee thought it hardly came up to its former standard. The reading in both divisions was generally correct, but it lacked spirit. It was not effective, especially in the lower division. The spelling in both was decidedly good; as was also the defining of words in the upper.

In Arithmetic and Geography, the lower division appeared decidedly well; but in the upper there was an unexpected deficiency in both these branches, especially the former,—not so much in ability to answer the ordinary questions of the book, though in these, the pupils were less prompt than was desirable, as in answering other questions, which they might be supposed to be acquainted with, and especially in stating and unfolding the principles involved in the processes in Arithmetic. In this respect, there must probably have been some want of clear, full, and oft-repeated explanation and drilling on the part of the teachers. This may have been owing mainly to the fact that the studies had been first gone over under one teacher and then reviewed under another. No teacher can thus enter into the

labors of another, without great detriment to the pupils and the general appearance of the classes, at least for a time. But there is another cause for the deficiency, which the committee believe to be of a more permanent character and influence, and that is the number of classes and branches of study which must be taught by the same teacher. In the Westerly school there is grouped into two divisions all the ranges of age, capacity and advancement in knowledge, which, in the Washington and Dudley schools, is portioned off into eight or nine; and if the pupils are classed with much reference to their ability to get lessons, there must be about as many recitations heard in that school by two teachers, as are heard in the other schools just named, by eight or ten. As a matter of fact the Principal of that school has eighteen classes under his instruction, to hear all of which once, thoroughly inculcating their lessons, and waking up their own minds upon them, would nearly occupy an entire week. How can all these classes then be heard and thoroughly drilled on each of their lessons three, four, and six times a week? In point of numbers the divisions are not so large as those in the two larger schools named, and on this account there does not seem to be a demand for additional teachers. But while the school remains as it is, the assiduity of the teachers and their tact for expediting their work, must be severely tasked. In the lower division the difficulty is nearly as great, and a similar embarrassment must be encountered by the teachers in the Central school.

In their writing in both divisions, the Westerly school appeared decidedly well. The books were neat, and on almost every page there was evidence of attention on the part of the pupil, and fidelity and success in the teacher. Some well-executed specimens of pencil-sketching were shown by the first division. The cleanliness and order of the school-rooms, and the deportment of the pupils, were without fault. The committee are confident that the parents of the pupils in that part of our city need not fear that their children, under the present teachers, will not be as well taught, as the circumstances of the school will admit of.

On January 21st, the Committee proceeded to the examination of the Central school, Jamaica Plain. This is a school embracing boys only, the girls' school there being supported by the avails of a fund, which, together with the school, is under the care of a Board of Trustees, and not subject to the supervision of this Committee. The Central school is divided into two divisions, in a manner similar to the Westerly, and embraces under two teachers, a principal and a female assistant, seventy-seven pupils.

The report of this school was last year somewhat unfavorable, and the Committee supposed they should find it in nearly the same condition this year. But they were most agreeably disappointed. The improvement seemed to them to be great in all respects. It was manifest in the cleanliness and order of the school room, in the manner of the teachers in school and towards the pupils, in the kind and respectful feeling and behaviour of the pupils towards their teachers in their general demeanor, and in the promptness and correctness with which the pupils went through with the examination on nearly or quite all the branches.

In Reading, Spelling, Defining, Arithmetic, Geography, Algebra, Geometry, and Natural Philosophy, the classes in the first division did themselves and their teacher great credit. If they were deficient in anything it was in Grammar, though in that branch there was no marked defect. In the second division the reading and spelling, though good, were more defective than anything else. In arithmetic, geography, and writing, the classes showed that they were capable of much excellence, and were well on the way towards it. As to deportment and propriety of conduct in school, the Committee do not know that any collection of pupils could have done better. And the Committee were very much gratified to learn from the teacher and other persons, that the deportment of the pupils out of school had essentially improved during the last year. It is stated that no profane language is known to be used by any of the pupils, and that no complaints have recently been made by the families in the neighborhood of the school, of annoyances from disorderly, disrespectful, or other improper conduct observed in the boys, out of school.

On the whole the Committee were very much gratified by their visit to this school. If it shall continue to be encouraged by a judicious and vigilant local Committee, it is believed that this will rank among our best grammar schools.

The improvement is probably to be ascribed in part to more attention from the local Committee; in part to greater effort and better manner of going through the labors of the school, on the part of the teachers, and in part, to a new arrangement by which a class of large boys who have heretofore attended school only four or five months in the winter season, and who, when in school, necessarily embarrassed and retarded the classes which prosecuted their studies through the entire year, have been placed in a separate school. The habits also of this class of boys could not easily permit them to chime in with the discipline of a well regulated school; and thus disorder was introduced and the character of the school was lowered in all respects. As this school was full, twenty or twenty-five boys of this class, as they came in, have been placed under a separate teacher, in another building, and with a course of study specially adapted to their circumstances and wants. So that the change is decidedly for their good, as well as for the good of the school which they have left. Twenty or more pupils from the village, with habits more in accordance with the regulations and objects of the school, have recently been received into the school, many of whom had before attended on the instruction of private teachers.

The Committee looked in upon the branch school, and were pleased with its appearance, though they had no time, nor did they suppose themselves called upon to go into an examination of it.

Two days, January 24th and 25th, the Committee spent in examining the Washington school. This school consists of about 425 boys, arranged in eight divisions, under a Principal, one male and seven female assistants, giving on an average about 47 pupils to each teacher. It has suffered much during the last six months from sickness and changes among the teachers. Early in September the Principal was compelled by a severe bronchial affection to suspend

his labors, which he has not yet been able to resume. He procured a substitute who has since had charge of his classes, and taught with a good measure of success. But a stranger to the pupils and the processes of the school could not enter efficiently into the responsibility of the Principal, and the whole school has doubtless suffered on this account. During this period the sub-master was laid aside some weeks by severe illness, and has not yet regained his usual health and vigor. Two other divisions have, during this period, owing to the sickness or resignation of their teachers, been placed each for two or three months under the care of teachers obtained for the emergency. The tabular view which is annexed will show how each division appeared to the Committee, in each branch of study. Taking all the branches together and all the classes, the 2d, 3d and 5th, were most deserving of commendation for their promptness and correctness. While the divisions which appeared to the most disadvantage were the 1st, 4th, and 6th, which are those that have suffered most from change of teachers as mentioned above.

The 7th and 8th divisions, while they appeared well for pupils at their stage of advancement, presented an aspect somewhat less favorable, than they probably would have done, had not their numbers been augmented, and the order of the classes disturbed by introducing, out of season, 25 boys from the intermediate school, to accommodate that to changes which were contemplated. In most of the divisions the Committee were sorry not to see in the deportment of the pupils that perfect regard to propriety, that respectful carriage towards the teachers, and that prompt and exact regard to rules which they desired, and which are so exemplary and gratifying in the Dudley and Central schools.

On the whole, while it must be admitted that this school has fallen somewhat below the high mark at which it stood at the last annual examination, owing, as the committee presume, to the unfavorable causes already noticed, they still have confidence in the plan and general working of the school, and in the competency and faithfulness of the teachers, and think it a decidedly good school. They doubt not that, with the returning health of the Principal, and the

new teachers becoming well familiarized with their work, the school will reach and surpass any measure of excellence it has heretofore attained.

To the examination of the Dudley school the committee also devoted two days, the 27th and 28th of January, beginning with the lowest classes of the lowest division. This school, consisting of girls exclusively, is arranged in nine divisions, under the general superintendence of a Principal with whom are associated ten female teachers. The whole number of pupils is 412, giving to each teacher, including the Principal, about 37 pupils on an average.

In this school, so far as the cleanliness and order of the rooms, the deportment of the pupils, their respect and affection for their teachers, and the kind and parental feelings of the teachers towards them, and the great regularity and precision of all the movements of the school, are concerned, the Committee hardly see how there can be improvement. It is worthy of much commendation. It is doubtful whether there can any where be found the same number of misses and young ladies assembled, who are better pleased with their situation, or have more real enjoyment than have the pupils of this school.

Among the different teachers and divisions the Committee feel hardly able to discriminate, or say in which there was the most evidence of improvement, where all had done so well. On their memorandums the Committee find that the 3d, 6th and 7th divisions are marked somewhat higher on the average, than any others, though in arithmetic, no division, considering its stage of advancement, excelled the 4th. Of the several branches of study, the reading, spelling, and arithmetic were, in this school, generally marked the highest, and geography and grammar the lowest, owing, perhaps, to its being more difficult, in these latter branches, to ascertain, by an examination, the progress of the pupil, than it is in the others.

Connected with this school are two classes in the Latin language, consisting of 11 pupils; and also two in the French language, consisting of 12 pupils,—all under the instruction of Miss Seaver. They gave evidence of having been well taught, although the time devoted to these branches

on the part of both teacher and the pupils, is too limited to admit of rapid or great advancement. Still the Committee think the efforts of introducing these studies has been good, and that the appropriation for the teacher should be continued.

The introduction of vocal music as one of the regular exercises of the Grammar schools has now been tried for a year. To all the pupils of the Westerly and Central schools, and to the upper divisions in the Washington and Dudley schools, it has been taught theoretically and practically by Mr. Moses, an experienced and professed teacher ; and in the lower division of the Dudley school, it has been taught regularly for a portion of the year by Miss Learned, one of the regular teachers. The Committee were much gratified to witness the facility and correctness with which the pupils read easy music by note, and sang appropriate songs and hymns. Aside from the value of this, regarded as an accomplishment, and tending to liberalize the mind, as a new branch of knowledge, the Committee regard it as of great value as a means of social enjoyment, and as tending to harmonize and soften the character, and cherish kind and generous feelings among the pupils of a school where it is practised. It also gives variety to the employments of a school room, and thus becomes a means of recreation and excitement. Its great importance is seen too in preparing the young to join with more propriety and satisfaction in a part of the regular public worship of God, in the Sanctuary. In this view of it, the Committee would suggest that more attention be given by the teacher and the pupils to sacred music, so that singing a hymn may at least constitute a part of the opening religious service of each school. Some of the teachers have introduced it into the religious services at the opening of their schools, and with good effect.

With the solemnity and propriety of conduct among the pupils in some of the schools, where members of the committee were present at the morning religious services, they were much gratified, and cannot doubt that the effect on the order of the school, in calling to mind the authority and paternal character of God, is most salutary. Surely,

in a matter in regard to which we are so much distinguished as in that of our excellent free schools, our relations to that Being, to the arrangements of whose kind providence we owe them and all the blessings which accompany them, ought daily to be reverently and thankfully recognized.

A few remarks, suggested by what has fallen under their observation, the Committee wish to make. They were informed by the teachers of the lower divisions generally, perhaps in every instance, that the pupils had not studied the Map questions in Geography, and, of course, were not prepared for examination on them. The Committee had supposed that, by means of maps, and similar pictorial representations made to the eye, Geography could be taught in the most interesting and impressive manner, so as to be most clearly understood and longest remembered, and that this was especially the way to teach it to young children. And as the school rooms are pretty well furnished with large outline and other maps well adapted to arrest attention and impress the minds of children, and place objects distinctly before them, and as they have smaller maps in their geographies, or accompanying them, the Committee do not see good reasons why, after a little introductory and explanatory matter, the questions relating to the maps, and to be answered from them, should not be studied and taught with oral explanations and illustrations in the lowest divisions, as the first and simplest part of the study. It seems to them that a change in this respect should be introduced; and that such a change would render the study more interesting and profitable to the pupil, and expedite his progress.

Another suggestion is, that more effort should, the Committee think, be made on the part of the teachers generally, especially of the higher divisions, to cause their pupils clearly to understand, and be able to state fully the reasons for every rule and every process in arithmetic, or other kindred branches studied by them. The pupils generally go through the processes very correctly and promptly, and show that they understand what they are doing; but when requested to give reasons for the separate steps, especially in what comes more particularly within

the limits of written arithmetic, they are at a loss how to do it. They do not see clearly, or else they have not been sufficiently practised in giving the reasons and explanations. Not that they are more deficient in this respect than are pupils generally ; but they are not so ready in it as is desirable. The Committee would therefore recommend the teachers to give more attention to this point.

On one other point the Committee would remark. Our school regulations require that the higher classes in the Grammar schools shall be statedly called upon for original compositions. The Committee know that this is attended to in some of these schools, and they presume it is in all of them. But in only one, the Central, were any of these compositions laid before the examining committee. As no branch of school education is more important than this, there seems to be no good reason why it should not be embraced in the examination. Why should there not be at least one piece from all the writers fairly copied out, not corrected by the teachers, submitted to the Committee? It would be a test of the pupil's attainments as to spelling, defining, use of capitals, punctuation, grammar, penmanship, and ability generally to think, and to express his thoughts.

As to the manner of conducting the examinations, the Committee would suggest as the result of their experience, that, as the members of the Committee may not be very familiar with some of the branches to which the examination relates, and may be wholly ignorant of the manner and order in which they are treated in the particular class books used, it might be advisable to have one branch assigned to one member of the Committee, and another to another, and so on ; and that the same person should examine all the schools in his branch. In this way he might prepare himself on that branch and be able to conduct the examination more systematically and thoroughly, and better draw forth the knowledge of the pupil ; and he could also better compare the several classes and schools. The examining committee might be originally selected with reference to this.

It has also occurred to the Committee partly in view of what they observed during the examination—partly from

their previous acquaintance with the schools, that our system of instruction, embracing both our text books and the manner of teaching, is not well adapted to wake up the mind and give impulse and enterprise to it, nor to furnish it with the greatest amount of really useful knowledge, or such materials for thought, as are best adapted to expand and develope its powers. There is not progress enough—and where there is progress, the mental stores gathered by the way, are not of a kind most effectually to promote intellectual growth and vigor. The aim of the text book, the teacher, the pupil, and of the whole system, seems to be mainly to enable the pupil to pass *a good examination*, and the Committee and the parents too, seem to be satisfied, if that is effected. But the inquiry does not often seem to suggest itself whether this reiteration of lessons, and this spending one third or more of each quarter, not in making advances, but in reviewing and re-reviewing, to prepare for examination on those portions of the text books which have been studied the first part of the quarter, is, for furnishing the pupil's mind, for his intellectual growth, for stimulating him to future attainments, for preparing him for the actual work of life,—the most profitable way of spending his time. This plan may make the pupils prompt and minutely and verbally accurate over a limited extent of ground; but it is an important question whether it does not repress enterprise and a desire for more extended and more varied knowledge, and really cramp the mind so as to more than counterbalance the value of this accuracy. The question is, would not a greater variety and extent of knowledge, enabling the mind to take a wider view, and giving it more stimulus and food for thought, really be a better basis for future growth of character, and for usefulness in life, than this thoroughness within a very narrow compass? Ought not our pupils in the six or seven years which they spend in the Grammar schools, from 8 to 15 years of age, to go over more ground than they do, and make greater attainments?

The fault or defect, if there be one, is probably partly in the class books used in the schools, partly in the teachers, and their manner of conducting the studies and giving

instruction, and partly in the Committee and their manner of examining the several schools and the standard by which they estimate excellence. As to the Committee and the teachers, it can be corrected in part, if they make the attempt ; but the cure to be entire, would require new text books, of a different character from any which your Committee are acquainted with.

It would seem to the Committee to be desirable, were it practicable to do it correctly, that the length of time the pupils have been in school, and the comparative progress which they have made, should be brought into the account more than they have been, in estimating the comparative standing of the several schools, the merits of the teachers, and the success of the pupils. The school registers seem to have been very correctly and satisfactorily kept, in all the Grammar schools, but there is no blank for noting the time the pupils have been in school. In the average age of pupils in different schools there is considerable diversity. For example, the average age of the first division in the Washington school is 12 years and 8 months ; in the Westerly 12 and a half ; and in the Central about 12 years and 3 months, while in the Dudley school, it is more than 14 years. As it is fairly to be presumed that the girls enter the Grammar schools at as early an age as the boys, and generally are kept in school more constantly, it is seen at once that the first division in the Dudley school have had the advantage of nearly two whole years' study over the corresponding division in either of the other schools. In fact the average age of the pupils in the 3d division of this school is greater than that of those of the first division in the Washington or either of the other schools, and probably, therefore, they have been in school longer and spent more time in reaching their present stage in the third division, than the pupils in the first divisions of the other schools have spent in reaching their present standing. To place, then, the first division in the several schools in circumstances to be fairly compared with each other, those in the Westerly, Central, and Washington schools, should have nearly two years more for study and instruction. These statements are due also to the several teachers.

In going through the work assigned them, the Committee have had before them about 1000 pupils, every one of whom has been examined on from four to eight branches of study. These 1000 pupils, or portions of them, were pursuing not less than 14 different branches of study, and were arranged in about 250 classes. This work, though laborious, occupying the Committee, besides the examination on written questions or topics, six full days, has been a most interesting and pleasant one to them. It filled them with unspeakable satisfaction to see the children and youth of our city, of both sexes, enjoying such opportunities, such instruction, and such faithful parental care from their teachers, and apparently so happy in their situation and relations. Most deeply were the Committee impressed with the amount of labor and responsibility devolved on the teachers, and with the importance of the work which they are doing for the next generation. Parents are but poorly aware of the debt they owe them. If they would visit the schools more, and thus manifest an interest in both the teachers and the pupils, they would learn to sympathize more with the former in their laborious and monotonous daily task, and would be more ready to co-operate with and commend them, than to censure them for occasional mistakes, or to begrudge their hard-earned wages. No class of persons among us are probably better entitled to our respect, confidence, gratitude, and liberal support.

(Signed)

D. GREENE,	}	<i>Examining Committee.</i>
GEO. R. RUSSELL,		
DEXTER CLAPP,		
E. F. SLAFTER,		
JOSHUA SEAVER,		
THEO. DUNN.		

Westerly School.

	No. of Scholars in School.	Number Exam- ined.	No. of Questions given.	Correct Answers.	Imperf. Answers.	Wrong Answers.	Not Answered.	Per Cent. of Cor- rect Answers.
Language, Definitions, &c.....	87	14	280	155	25	11	89	,55
English Grammar...	1 in 8 examined.	9	99	50	16		29	,51
Geography.....		12	300	148	28	3	121	,49
History		10	120	69	11	2	38	,58
Arithmetic		8	80	37		20	23	,46
Natural Philosophy...								
		53	879	159	80	36	300	,52

Central School.

Language, Definitions, &c.....	77	10	200	134	27	6	33	,66
English Grammar...	1 in 7 examined.	11	220	77	44	91	8	,35
Geography		11	275	208	17	19	31	,75
History								
Arithmetic.....		11	110	63		27	20	,57
Natural Philosophy...								
		43	805	482	88	143	92	,58

Washington School.

	Number of Schol- ars in School.	Number Exam- ined.	No of Questions given.	Correct Answers.	Imperfect Ans- wers.	Wrong Answers.	Not Answered.	Per Cent of Cor- rect Answers.
Language, Defini- tions, &c.....	426	16	320	216	51	9	44	,67
English Grammar...	1 in 27 examined.	20	400	205	35	16	144	,51
Geography		9	225	148	14	13	50	,65
History								
Arithmetic		23	230	100		45	85	,43
Natural Philosophy ..		16	368	150	13	7	197	,40
		<u>84</u>	<u>1543</u>	<u>819</u>	<u>113</u>	<u>90</u>	<u>520</u>	<u>,53</u>

Dudley School.

Langaage, Defini- tions, &c.	412	20	400	326	37	3	34	,80
English Grammar...	1 in 22 examined.	20	400	331	50	5	14	,80
Geography		13	325	273	20	1	31	,84
History		21	420	372	14	5	29	,88
Arithmetic		19	190	135		28	24	,70
Natural Philosophy...		14	322	252	12		58	,75
		<u>107</u>	<u>2057</u>	<u>1689</u>	<u>133</u>	<u>42</u>	<u>190</u>	<u>,80</u>

TABULAR VIEW OF THE RESULTS OF THE ORAL EXAMINATION.

SCHOOLS.	Reading.	Spelling.	Grammar.	Geography.	History.	Writing.	Arithmetic.	Algebra.	Nat. Philosophy.	Natural History.	Depotment.	Singing.	Geometry.	Average of Divis.	No. of Pupils in Division.	Average age.	Average attend.	Average absence.	Tardiness.	Visits of Local Committee.
WESTERLY.																				
Division 1.....	5	5	4½	4	5½	4	4	5	5	5	5	5		4.7	44	12.7	37	9	9,027	14
" 2.....	5	5	5	5	4	4	4½	5	5	5	5	5		4.7	46	9.9	36	9	9,024	7
Average of School.....	5	5	4½	4½	5½	4	4	5	5	5	5	5		4.7	90		73	18	025	
CENTRAL.																				
Division 1.....	5	5	5	5	5	5½	5½	6	5	6	5	5	5½	5.2	38	12½	35	3	1	18
" 2.....	5	5	5	6	5	5	5	5	5	5	5	5	5	5.2	39	9	33	5	8	10
Average of School.....	5	5	5	5½	5	5	5	6	5	6	5	5	5½	5.2	77		68		45	

WASHINGTON.

Division 1.....	5	4	5	5	4	5	5 $\frac{1}{2}$	5	4	4	4	4.5	58	123 $\frac{3}{8}$	52	,04	,008	8
" 2.....	5	5	5	4 $\frac{1}{2}$	5	5	5	5	5	4	4	4.75	58	12	52	,07	,015	8
" 3.....	4 $\frac{1}{2}$	5	5	5	5	5	5	4 $\frac{1}{2}$	5	5	4	5.	55	10.9	50	,09	,012	8
" 4.....	4	4	4	5	4	5	4 $\frac{1}{2}$	5	4	4	5	4.1	42	10	40	,12	,025	8
" 5.....	5	5	5	4 $\frac{1}{2}$	4	4	5	5	5	5	4	4.66	49	10 $\frac{3}{4}$	48	,12	,02	8
" 6.....	4 $\frac{1}{2}$	4	4	4 $\frac{1}{2}$	5	4	3 $\frac{1}{2}$	5	4	4	5	3.6	56	9	52	,08	,02	8
" 7.....	4 $\frac{1}{2}$	4	4	4 $\frac{1}{2}$	5	4	3 $\frac{1}{2}$	5	4	4	5	54	9	9 $\frac{2}{5}$	52	,05	,014	8
" 8.....	4 $\frac{3}{8}$	4 $\frac{1}{2}$	5	4 $\frac{3}{8}$	4 $\frac{1}{2}$	5	4 $\frac{3}{8}$	5	4	5	4 $\frac{1}{2}$	4.45	426	10 $\frac{1}{2}$	400	,10	,022	8
Average of School.....	4 $\frac{3}{8}$	4 $\frac{1}{2}$	5	4 $\frac{3}{8}$	4 $\frac{1}{2}$	5	4 $\frac{3}{8}$	5	4	5	4 $\frac{1}{2}$	4.45	426	10 $\frac{1}{2}$	400	,08	,017	8

DUDLEY.

Division 1.....	5	5	6	4 $\frac{1}{2}$	5	6	5 $\frac{1}{2}$	6	6	5	6	5.4	58	14+	55	3	,43	11
" 2.....	5	5	5	5	4	5	5	5	6	5	5	5.4	44	13 $\frac{5}{12}$	40	4	,43	11
" 3.....	6	6	5	5	5	5	5	5	6	5	5	5.4	40	13	34	2		13
" 4.....	6	6	6	5	5	5	5	5	6	5	5	5.5	45	12	40	5	1.	13
" 5.....	6	6	6	4 $\frac{1}{2}$	4	4	5	4	5	5	5	5.	41	10+	38	4	,7	13
" 6.....	6	6	6	5	5	5	5	5	6	6	6	5.66	44	12	40	7	,68	13
" 7.....	5 $\frac{1}{2}$	5 $\frac{1}{2}$	4 $\frac{1}{2}$	4 $\frac{1}{2}$	4	4	4 $\frac{1}{2}$	4	6	6	6	5.33	44	10 $\frac{1}{2}$	34	7	,71	10
" 8.....	5	5	4 $\frac{1}{2}$	4 $\frac{1}{2}$	4	4	4	4	4	4	4	4.5	44	9+	37	11	,46	10
" 9.....	5	5	5	5	4	4	4	4	4	6	5	5.	52	9+	39	24	,83	15
Average of School.....	5 $\frac{1}{3}$	5 $\frac{1}{3}$	5 $\frac{1}{3}$	5 $\frac{1}{3}$	4 $\frac{2}{3}$	5	4 $\frac{2}{3}$	5	6	5	6	5.36	412	11 $\frac{2}{3}$	357	67	1.37	

In making the results of the examination of the several divisions of the schools in the various branches of study, the Committee adopted the following notation.

When the examination was perfect, it was marked. 6
 A little short of this was marked. 5
 Something above mediocrity was marked. 4
 So on downward, though there was little occasion to mark below 4.

ERRATA. On page 7, 21st line from top, for " No. 6" read No. 5.

On 17th page, 12th line from bottom, for " altogether" read all together.

19th " 12th " " for " have" read had.



